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ABSTRACT

The 1994 U.S. History Framework encourages students to learn about ideas and people and to understand how the present world is the result of choices and convictions of people, and the focus of the assessment is to see what diverse U.S. students in grades 4, 8, and 12 understand about U.S. history. The framework proposes that students studying U.S. history should encounter compelling stories and ideas, common and diverse traditions, economic growth and setbacks, technical innovation, philosophical debate, religious conviction, and the interconnection of these forces. The framework for assessment consists of five purposes: (1) provides background on the National Assessment of Educational Progress (NAEP); (2) defines a conceptual approach to U.S. history that incorporates a balanced treatment of the United State's common and diverse culture; (3) identifies content, ways of thinking and knowing about history, and skills that students at each grade level should master; (4) describes desired characteristics of the assessment and recommendations for mixing knowledge and recall questions with more complex and thought-provoking questions; and (5) presents preliminary descriptions of the basic, proficient, and advanced levels of achievement by which performance will be reported at grades 4, 8, and 12. After a discussion of special studies and research, appendix A lists 55 individuals and groups that participated in the 1994 NAEP United States History Consensus Project, and appendix B provides illustrative examples of student activities for each theme and period in United States history. (Author/CK)

U.S. History Framework for the 1994 National Assessment of Educational Progress

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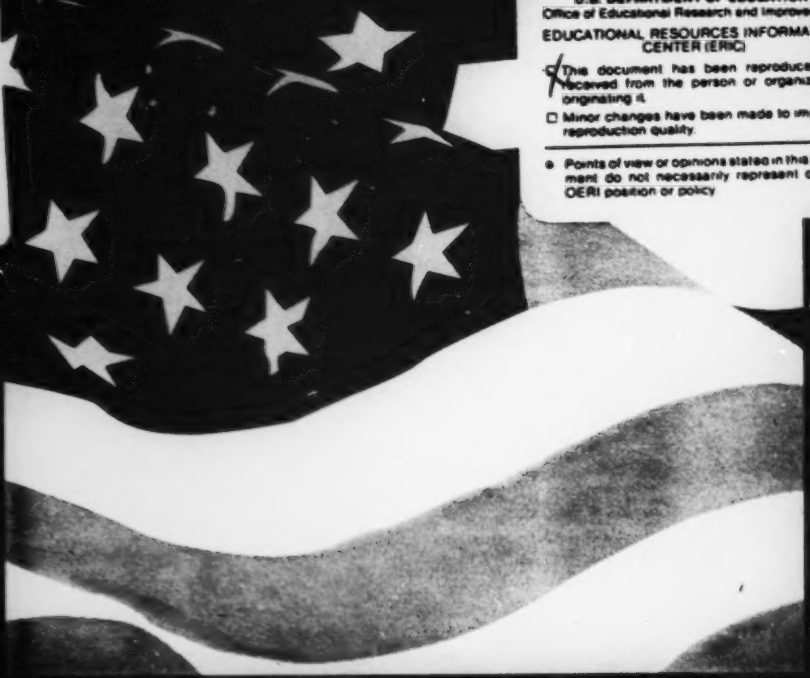

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NAEP U.S. History Consensus Project

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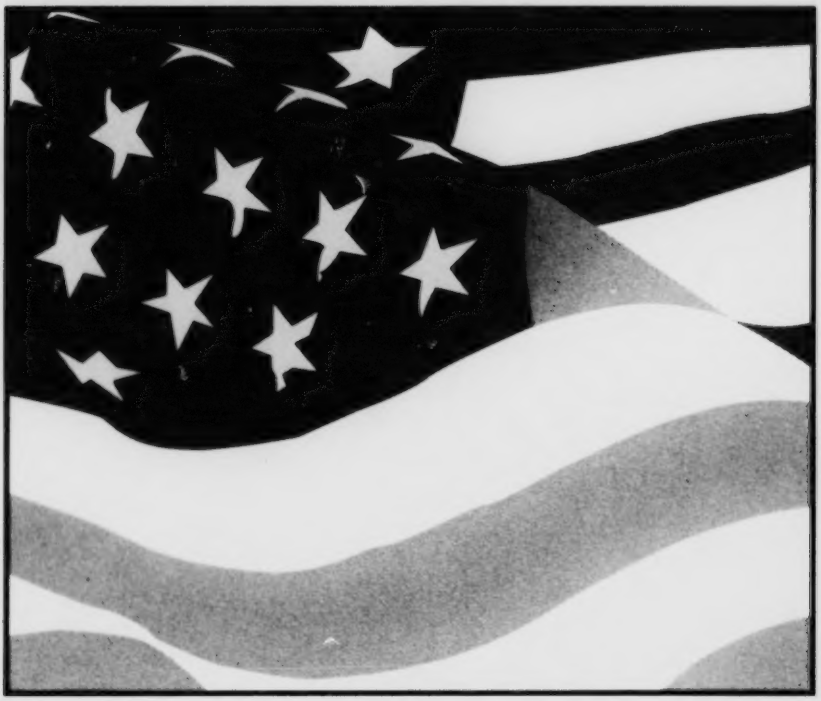

NAEP U.S. History Consensus Project

Developed under contract number RN 91072001 by the Council of Chief State School Officers with the American Historical Association, the American Institutes for Research, the National Council for History Education, and the National Council for the Social Studies for the National Assessment Governing Board

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Preface

by the National Assessment Governing Board

In a democratic country such as our own, the study of history is vital. All students need to know how their nation became what it is. They also need the understandings that only history provides if they are to take part knowledgeably, as citizens and voters, in shaping America's future.

This content framework in U.S. history for the 1994 National Assessment of Educational Progress (NAEP) was developed through a national consensus process led by this Board and conducted under contract by the Council of Chief State School Officers. The consensus committees were broad-based groups of historians, educators, and other interested citizens. In addition, comments were received from several hundred individuals, including state and local educators, public officials, and parents.

The framework reflects the conviction of the National Assessment Governing Board (NAGB) that any broadly acceptable examination in this field must be a careful balance:

- Between what is commonly taught and learned and what ought to be grasped by our students.
- Between the common strands and the conflicting strands that formed one nation from many states and groups and gave life to its motto, *E Pluribus Unum.*
- Between positive accomplishments and worrisome problems in achieving desired goals.
- Between the need for knowledge of specific dates and facts and the need for developing concepts, generalizations, and intellectual skills.

Although history—like all human behavior—is frequently complex and truth is sometimes elusive, the framework must identify the main ideas and unifying themes of American history in order to prepare an examination that reflects a study of the subject that is clear and engaging.

The framework proposes that students studying U.S. history should encounter powerful ideas and compelling stories, common and diverse traditions, economic growth and setbacks, technical

innovation, philosophical debate, religious conviction, and the interconnection of all these forces. While the framework encourages students to pursue history in ways that typify historians' approaches to the past, the focus need not be on the nuances and detailed disputes that concern professional historians. Rather, students should learn most of all about ideas and people—individuals and groups, leaders and followers—and understand how the present world we inhabit is the result of choices people have made and convictions they have held.

The teaching of history should also introduce students to the process—and the fascination—of historical inquiry. This process requires critical examination of evidence and careful weighing of facts and hypotheses. It provides experience in the kind of reasoned and informed decision-making that should characterize each citizen's participation in American democracy.

The framework for the 1994 NAEP U.S. History Assessment uses the scholarly approach of the historian to define the content of the tests to be administered to 4th, 8th, and 12th graders. This approach presents the people, ideas, events, themes, and sources to be tested through a series of questions. The questions identify important developments and issues that need to be addressed and suggest interpretive approaches to be used in creating assessment exercises. While recognizing that knowledge of specifics is important, the framework clearly emphasizes that knowledge of context is crucial to meaning and understanding.

The framework organizes U.S. history into four central themes that give perspective and meaning to the people, ideas, and events that shaped the nation. Each theme is described briefly below (and more fully in chapter two of the framework):

1. **Change and Continuity in American Democracy: Ideas, Institutions, Practices, and Controversies**: The development of American political democracy from colonial times to the present. This includes basic principles and core civic ideas developed through the American Revolution, U.S. Constitution, and Civil War, and the struggles over slavery and civil rights.

2. **The Gathering and Interactions of Peoples, Cultures, and Ideas**: The gathering of people and cultures of many countries, races, and religious traditions that have contributed

to the American heritage and the development of American society.

3. **Economic and Technological Changes and Their Relation to Society, Ideas, and the Environment**: The transformation of the American economy from rural frontier to industrial superpower and its impact on society, ideas, and the environment. This includes the influence of geography and the development of business, labor, and the impact of science and technology, a market economy, and urbanization.
4. **The Changing Role of America in the World**: The movement from isolation to worldwide responsibility. This includes the impact of geography, resources, interests, and ideals on American foreign policy; relations between domestic politics and foreign affairs; and the influence of the American example and specific policies on the rest of the world and of other nations on the United States.

The framework also divides U.S. history into eight chronological periods that structure the sequence of events:

- Three Worlds and Their Meeting in the Americas (Beginnings to 1607).
- Colonization, Settlement, and Communities (1607 to 1763).
- The Revolution and the New Nation (1763 to 1815).
- Expansion and Reform (1801 to 1861).
- Crisis of the Union: Civil War and Reconstruction (1850-to 1877).
- The Development of Modern America (1865 to 1920).
- Modern America and the World Wars (1914 to 1945).
- Contemporary America (1945 to Present).

In addition to the assessment framework, the consensus committees were asked to prepare preliminary descriptions of achievement levels. These will assist the Governing Board in defining what students should know and be able to do to reach basic, proficient, and advanced levels of achievement in grades 4, 8, and 12. Under Governing Board policy, the expectations for these levels are high. Indeed, the proficient level represents "competency over challenging subject matter," as envisioned in the National Education Goals.

The achievement levels will be used in preparing NAEP assessments. They will also be the primary means of reporting results, as NAEP monitors progress toward the National Education Goals. These goals specifically list history as one of the core subjects, reaffirming its central importance after decades of diminished attention.

The limited grasp most students have of U.S. history was first documented by NAEP surveys in 1986 and 1988. This new assessment for 1994 will be far richer, requiring broad knowledge and analytical skills. With its high standards, it may well appear challenging. We hope the assessment will serve as a stimulus for improvement, helping our schools set their sights high.

The framework and preliminary achievement levels evoke a rich and inclusive history of a complex nation—its strengths, shortcomings, and ideals. As schools teach U.S. history, we hope they will foster a sense of excitement and pride, that students will gain a sense of who Americans are and of what the idea of America is. Indeed, this nation was founded on a core of ideals—liberty, equality of opportunity, self-government under law, and respect for individual worth—that continues to draw millions to our shores.

These ideals were expressed at the beginning of the American Revolution, embodied in the nation's founding documents, and restated by President Lincoln in his Gettysburg Address and more recently by Martin Luther King, Jr., in his speech at the Lincoln Memorial. The ideals serve as a force for unity and continue to animate reform. As Mary Hatwood Futrell, former president of the National Education Association, has said, "Our national ideals are not what need to change. We simply demand that all Americans be included in those ideals. Do so and the nation will not be weakened or balkanized. It will be stronger and more united than before."

Introduction

In 1994, the National Assessment of Educational Progress (NAEP) will assess what diverse American students in grades 4, 8, and 12 know and can do in U.S. history. This document—which is the framework for the assessment—has been inspired by the best practice in schools. It has five purposes. First, it provides background on NAEP and the development of this framework. Second, it defines a conceptual approach to U.S. history that incorporates a balanced treatment of America's common and diverse culture. Third, this document identifies content, ways of thinking and knowing about history, and skills that students at each grade level should master. Fourth, it describes desired characteristics of the assessment itself and recommends mixing knowledge and recall questions with more complex and thought-provoking questions. Finally, the framework presents preliminary descriptions of the three levels of achievement—basic, proficient, and advanced—by which performance will be reported.

This framework, together with three other documents—*Assessment and Exercise Specifications Report*, *Student Background Variables Report*, and *Reporting Format Recommendations*—will provide clear, specific directions for creating and reporting on the assessment. The *Assessment Specifications Report* provides explicit directions for developing the test and writing assessment exercises. Differences in student performance levels on the assessment may be associated with a range of background variables such as a student's sex, race/ethnicity, and leisure time activities; the amount of time spent on homework and watching television; the types of U.S. history courses offered by the school; and the availability and commitment of resources to schools. For that reason, the *Student Background Variables* and *Reporting Format Recommendations* suggest specific ways to analyze and report data collected from the test so the nation can see how well students perform and whether performance relates to background variables, including social and economic factors.

Background on the National Assessment of Educational Progress

NAEP is a congressionally authorized, federally funded project administered by the U.S. Department of Education's National Center for Education Statistics. The National Assessment Governing Board (NAGB) sets policy for NAEP. NAEP's reports of student performance on tests in specific subjects are the nation's only barometer of educational achievement. Known as "The Nation's Report Card," these assessment reports contain a variety of student achievement data that are analyzed on national, regional, and, more recently, state-by-state trial bases. For more than 20 years, NAEP has collected and reported information on student achievement in mathematics, reading, science, history and social science, writing, and other subjects. The assessments were conducted annually until 1981, when they became biennial. Until 1983, students were assessed at ages 9, 13, and 17, but since then assessments have also been administered to students at grades 4, 8, and 12, regardless of age. In every case, the assessments test a representative sample of students, but as mandated by law, NAEP does not report scores for individual students, schools, or school systems.

- NAEP reports student performance by race/ethnicity, gender, type of community, and geographic region. Data also show relationships between achievement and designated background variables, such as time spent on homework and parents' educational levels.
- Before 1990, all NAEP results were aggregated nationally. In 1987, however, a national study group chaired by Lamar Alexander, then Governor of Tennessee, and H. Thomas James, President Emeritus of the Spencer Foundation, recommended to the Secretary of Education that NAEP also collect and report student achievement data on a state-by-state basis. In 1990, individual state data, for states choosing to participate, were first reported for the 8th grade mathematics assessment. Trial state-by-state data collection continued in 1992, with mathematics assessments at grades 4 and 8 and a reading assessment at grade 4. Whether future assessments will continue to collect and report assessment results at the state level will depend upon congressional authorization.

Table 1. Previous NAEP assessments in history and the social sciences

Subjects	Years	Notes
Citizenship	1969-1970	Ages 9, 13, and 17
Social studies	1971-1972	Ages 9, 13, and 17
Citizenship	1975-1976	Ages 9, 13, and 17
Social studies	1975-1976	Ages 9, 13, and 17
Citizenship and social studies	1981-1982	Ages 9, 13, and 17
U.S. history and literature	1986	Grade 11 and age 17; conducted with the Educational Excellence Network and with support from the National Endowment for the Humanities
U.S. history	1988	Grade 4 and age 9; grade 8 and age 13; and grade 12 and age 17, with a special study linking results to those from 1986
Civics: U.S. government and politics	1988	Grade 4 and age 9; grade 8 and age 13; and grade 12 and age 17, with links back to parts of the 1976 and 1982 citizenship assessments at ages 13 and 17
Geography	1988	Special assessment at grade 12 and age 17, conducted with support from the National Geographic Society

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- Over the years, NAEP has assessed and reported on a variety of learning outcomes in history and social sciences as summarized in table 1.
- The most recent U.S. history assessment, conducted in 1988, measured students' grasp of (1) the chronology of people, events, and documents in U.S. history and the interrelationships among them; (2) the political, economic, cultural, social, intellectual, and religious traits characteristic of different periods of history; and (3) the reasoning skills students need to understand how the past is interpreted and reconstructed.[1] The assessment was administered in approximately 1,000 public and private schools to a representative sample of more than 20,000 students in grades 4, 8, and 12 or ages 9, 13, and 17. At grade 4/age 9, the assessment was composed of 45 multiple-choice questions. At grade 8/age 13 and grade 12/age 17, the assessment was composed of 160 multiple-choice questions and one question that required students to construct a written response. Students also completed a two-part questionnaire. The first part focused on demographic information about the students, and the second asked about the students' experiences in studying U.S. history. The data from these background variables were collected in a report that revealed patterns of history learning.[2]

Developing the Framework for the 1994 NAEP U.S. History Assessment

The Council of Chief State School Officers—under contract from the National Assessment Governing Board—conducted this project to develop the framework and specifications for the 1994 U.S. History Assessment. The project's timeframe was August 1991 to July 1992.

The process of developing the framework was carried out under the direction of NAGB, which is specifically charged with selecting

[1] Educational Testing Service, *U.S. History Objectives; 1988 Assessment.* (Princeton, NJ: ETS, 1987).

[2] D.C. Hammack, et al., *The U.S. History Report Card.* (Princeton, NJ: ETS, 1990).

subject areas to be assessed, developing assessment objectives and test specifications by use of a national consensus approach, identifying appropriate achievement goals for each age and grade, and other NAEP policy responsibilities.

The Council of Chief State School Officers is a nationwide, nonprofit organization composed of the 57 officials who head the departments of elementary and secondary education in the 50 states, 5 U.S. extra-state jurisdictions, the District of Columbia, and the Department of Defense Dependents Schools. The Council undertakes many programs to support and improve education. In the past it has conducted three projects to determine the content and objectives of NAEP tests: in mathematics, reading, and science. In addition to the U.S. history project, the Council held the contract to develop goals and objectives for the 1994 NAEP assessment of geography.

The central goal of the U.S. history project—reaching a national consensus on what students in grades 4, 8, and 12 should know and be able to do in U.S. history—drove all project activities. To achieve this goal, project staff initiated the following actions to ensure wide representation of the diverse views of many individuals and groups in the development process. The contractor:

- Formed a Steering Committee of 26 people and a Planning Committee of 23 people charged with the responsibility for developing the consensus that would determine the framework and guide the development of the assessment. These committees included elementary, middle, and high school teachers; college and university teachers of history and education methods; representatives of professional education organizations and the private sector; and members of the public. The Steering Committee met three times—twice in joint meetings with the Planning Committee—to set the overall guidelines for the project and act in an advisory capacity, reviewing all materials and recommending ideas for revisions and changes. The Planning Committee, which met five times, actually drafted the framework and identified the goals and objectives of the assessment.

- Provided support to the American Historical Association, the National Council for History Education, and the National Council for the Social Studies to convene three taskforces to

advise the project. These taskforces made recommendations to the committees and commented on drafts of the framework.

- Arranged public hearings in San Diego, California; Washington, D.C.; Chicago, Illinois; and Atlanta, Georgia; to give interested members of the public an opportunity to offer opinions and recommendations to the committees. More than 60 people presented oral or written testimony.
- Asked all states to provide copies of their guidelines for history and social studies instruction and frameworks for history and social studies assessment as references for the committees.
- Arranged for approximately 600 people to review the draft of the framework and offer ideas for revision. (This review process, conducted between February 25, 1992, and March 12, 1992, included all state-level supervisors of social studies. The results of the review were used by the Steering and Planning Committees to develop the final draft of the framework.)

The American Institutes for Research (AIR), under subcontract with the project, provided technical assistance to the committees and prepared the test specifications document that guides the development of the test. Representatives of AIR attended all meetings of the Planning Committee and worked closely with committee members in preparing the test specifications.

NAGB was kept informed of the evolving framework at all times through its Subject Area Committee #1. NAGB committee members attended all consensus project meetings and its technical staff closely monitored the consensus process and the development of the framework and specifications. Appendix A lists members of the Steering and Planning Committees and project staff. The approved framework will be widely distributed to the public and to the education profession.

Steering Committee Guidelines

After much deliberation and debate, the Steering Committee formulated general guidelines for developing the 1994 NAEP U.S. History Assessment. The Planning Committee discussed and revised the initial guidelines, and the Steering Committee approved

them in January 1992. The resulting guidelines that follow provided the overall direction for developing the assessment framework and all other aspects of the project.

Content Framework

The framework for the 1994 National U.S. History Assessment should:

- Define the term "U.S. history," organize U.S. history subject matter chronologically and include the themes and tensions behind the sequence of events, ensure appropriate coverage of all chronological periods at each grade level, identify themes that can be emphasized across historical periods to connect the broad contexts of events, and include multiple perspectives.
- Recognize the complex nature of history, historical understanding, and historical analysis and avoid oversimplification.
- Stress the importance of understanding people, issues, and events in the contexts of their time periods instead of generalizing about the past from contemporary perspectives.
- Avoid separating any strands of history: merge political, economic, cultural, social, intellectual, and religious history and recognize the tensions in the various chronologies. For example, the theme of inclusion and exclusion of groups in different historical periods can be used to maintain various perspectives reflecting political and social developments.
- Strike a balance between how U.S. history is currently taught in school and how it should be taught. The assessment should not be unduly constrained by general practice.
- Emphasize the political and cultural commonalities and differences that have shaped the nation's history, treat specific groups within their historical group context, cover the roles of individuals as well as groups, and show the influence and perspectives of groups in the broader contexts of U.S. history.

Framework Development

The Planning Committee should:

- Carefully consider appropriate testing content for 4th graders and the possibility of shifting the test to the 5th grade; avoid

underestimating the capacity of young students to learn history, recognizing that they can think about complicated issues in their own way.

- Decide whether the topics and themes to be included on the assessment will be the same or different at each grade level.

Achievement Levels

The Planning Committee should:

- Establish performance levels for students' substantive knowledge and reasoning abilities at each level and develop preliminary achievement level descriptions for basic, proficient, and advanced performance based on the designated knowledge and reasoning skills.
- Develop uniform, high standards that all students should achieve while recognizing inequalities in access to educational resources and reporting any effects these inequalities may appear to have on test results.

Assessment Methodology

The Planning Committee should:

- Recommend that the assessment be administered only after there has been opportunity to teach the specified content in the schools.
- Recommend that some cooperative- or group-assessment activities be developed and evaluated, especially at middle grade levels.
- Consider, but not be bound by, traditional types of assessment questions and use a wide range of techniques in developing model test items.
- Explore different ways of measuring outcomes, but always ensure that measurement criteria truly reflect a high standard of performance.
- Define procedures to assess students' historical thinking processes and measure their ability to analyze historical data.

- Balance the desire to be in the vanguard of education practice against the need to reflect what is generally taught in schools; that is, do not advance so far beyond general practice that it becomes impossible for educators to adapt curriculum and instruction to the character of the assessment.
- Consider ways to disassociate students' performance on the assessment from their abilities to speak and understand standard English.

Chapter One

U.S. History in Elementary, Middle, and High Schools

Nature of U.S. History

As students in elementary, middle, and high school study U.S. history, they encounter the American experience, see history's broad view of events over time, and discover how the past turned into the present. They study all kinds of new (and sometimes conflicting) ideas, compelling stories of people and events, diverse traditions, economic booms and disasters, technological innovations, philosophical and political debates, religious convictions and influences, and the complex interactions among these various forces. Most of all, they study people—individually and in groups—in their complex settings and in their complex reactions to the world around them.

In developing the framework for the 1994 assessment of U.S. history in elementary, middle, and high schools, the Steering and Planning Committees began with seven basic assumptions:

First, historical study should connect people and events across time and include all kinds of human thought and activity—political, social, cultural, economic, technological, philosophical, and religious—and the interactions among them. The diversity and the connections help to make history exciting.

Second, the study of U.S. history must analyze change and continuity over time, explore the range of choices that have been available to people, and examine the possibility that historical outcomes could have been different depending upon the options selected. Evaluating various options provides young people with an opportunity to probe the moral and ethical dimensions of decisions and to see the consequences of particular choices. History introduces people from all walks of life and links them to key events, major turning points, and records that reveal the American people's beliefs, hopes, and ideas.

Third, to illuminate the range and depth of the human experience, as well as differing perspectives, historical study should include famous people and ordinary individuals and events on the grand scale and in everyday life to convey the ideas and experiences that have shaped U.S. history. It must be informed by the humanities and social sciences, and it must draw upon many forms of documentation such as original documents, speeches, cartoons, artifacts, photos, art, music, architecture, literature, drama, dance, popular culture, biographies, journals, folklore, historic sites and places, and oral histories.

Fourth, history should include the analytical study of the nation's political ideals of individual dignity, individual rights, civic virtue, democracy, the rule of law, equality of opportunity, liberty, popular sovereignty, justice, and the right to dissent. The study of U.S. history should show how and why these core civic ideas have been forces for unity in American society, while recognizing historical moments like the Civil War when unity broke down. It should also explore how and why these values have been defined, denied, interpreted, and applied differently at various times by, and to, individuals and groups. Proper study of American history will (1) address the conflict between the founding proposition that "all men are created equal" in possession of certain rights and the reality that enormous inequalities in legal protection and in political and economic opportunity were common practice at the outset of the great American experiment, (2) show how many individuals and groups have worked since the founding to make the nation's civic ideals real for all people, and (3) probe the need for vigilance to continue the efforts to achieve equality under law for everyone.

Fifth, history has a spatial dimension—the places where human actions occur. For example, aspects of the natural environment, such as climate and terrain, influence human behavior, and people affect the places they inhabit. Therefore, main ideas of geography, such as the locations of places and relationships within places, should be included as important parts of the study of history.

Sixth, it is necessary to identify enduring themes that link people and events across time and space. People and events in history are not isolated and discrete. They are linked in many ways. The linkages are not static either but are continuously evolving, and later generations will certainly perceive new relationships that are not evident today. Among the many possible themes of U.S.

history, the committees have selected four to emphasize in the assessment.

1. Change and Continuity in American Democracy: Ideas, Institutions, Practices, and Controversies.
2. The Gathering and Interactions of Peoples, Cultures, and Ideas.
3. Economic and Technological Changes and Their Relation to Society, Ideas, and the Environment.
4. The Changing Role of America in the World.

Seventh, using themes to relate particular facts requires the development of historical reasoning skills based upon the examination of evidence, the analysis of cause and effect, and an appreciation of how complex and sometimes ambiguous the explanation of historical events can be. Historical study should enable students to think and judge evidence responsibly, independently, imaginatively, and critically. In developing critical thinking skills, students should be encouraged to engage in historiographical debates and consider alternative viewpoints or possibilities of historical movements and their causes.

In sum, students must know and appreciate the specifics of American history, be able to explain the significance of historical evidence, and be able to understand change and continuity over time. For them, the nation's past should be a body of knowledge, a source of meaning and reasoning, and an explanation of America's promise, achievements, and shortcomings. They must be able to examine the influence of past upon present and to weigh evidence in order to reach generalizations and conclusions about how change and continuity have occurred. They should comprehend multiple causation, be able to recapture imaginatively the lived experiences of men and women, possess a healthy skepticism of delivered truth, and grasp the sources and reasons for current national and international situations. They should have analytic powers to make informed judgments and reasoned decisions. In chapter two, a subsection on "Ways of Knowing and Thinking About U.S. History" discusses in greater detail thinking skills essential to the study of history in general and American history in particular.

Context of the 1994 NAEP U.S. History Assessment

Knowledge and understanding of history are accepted goals of elementary and secondary education. Almost everyone—parents, educators, politicians, and the general public—believes that the study of history is important to every student's education. Widespread interest in history is also expressed outside the formal school setting. People of all ages enjoy reading history and historical novels, visiting museums, traveling to historical sites, and watching historical television productions and films.

Yet history instruction falls short of its potential in the nation's schools. Surveys indicate that many states require no more than two credits in history for high school graduation and that schools teach little history at the elementary level. In the 1986 and 1988 NAEP assessments, only a few students scored at the highest levels. The rest displayed unimpressive overall performance.

Over the last few years, many reports have asserted the need to improve the teaching of history and have suggested ways to do it. Three especially significant reports are: *Building a History Curriculum: Guidelines for Teaching History in Schools* (Bradley Commission on History in Schools, 1988), *Charting a Course: Social Studies for the 21st Century* (National Commission on Social Studies in the Schools, 1989), and *Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire* (The National Center for History in the Schools, 1992). Recommendations from these and other reports have excited a flurry of controversy, stimulated many curriculum revision efforts, and generated intense discussion about the role of history in the K–12 curriculum. In many states and locales, the number of history courses required for high school graduation is increasing, and many schools and school systems have been developing support materials and teacher-training activities to revitalize history instruction.

The six National Education Goals adopted in 1990 by President George Bush and the nation's governors add impetus to this continuing effort to reform history instruction. Goal 3 places history among the basic academic subjects in the forefront of reform:

> By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will

ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

The inclusion of history in Goal 3 assures this subject a central place in the national education reform movement of the 1990s. Since the goals were set, history has gained further prominence through the work of the National Education Goals Panel and the National Council on Education Standards and Testing. The latter group was an appointed body that recommended establishing high national standards in the core subject areas and developing assessment systems aligned with the standards. Based on these recommendations, a history standards project was initiated in 1992 at the Center for History in the Schools, University of California, Los Angeles. The project, funded by the U.S. Department of Education and the National Endowment for the Humanities, will report its findings in 1994.

The process of preparing the regularly scheduled 1994 NAEP U.S. History Assessment began in the fall of 1991 in the midst of this current reform effort. It could not have been a more fortuitous time to develop a national consensus on what to assess and how to assess student performance in U.S. history. Even though the planned assessment addresses only U.S. history—not the whole field of history identified in Goal 3—the results of the long process leading to the actual development of the NAEP test will certainly be of interest as the work on national standards and national testing continues.

The 1994 NAEP U.S. History Assessment is part of an ongoing process of understanding and evaluating the teaching of a subject that is itself continually evolving. For that reason, it is important to place this assessment in relation to its predecessor and the direction in which the study and teaching of history appear to be heading. The 1994 assessment continues and extends the 1988 assessment's goal of fostering an integrated understanding of political, social, cultural, and intellectual factors in American history. It attempts to go beyond the earlier assessment in developing a greater variety of measures of student performance and in placing people and events in their historical contexts. It anticipates a movement of the teaching of history toward understanding the multiple experiences and perspectives of the nation's diverse racial, ethnic, and cultural groups and toward greater appreciation of such topics as the role of religion and science in American life. The 1994 assessment intends

to provide a test of national performance to encourage the highest standards of achievement, while at the same time recognizing local and state variations in teaching and encouraging the innovativeness and creativity of the individual classroom teacher.

As the NAEP planning process proceeded, its broadly based committees, which represented an extensive network of educators and the public, identified what U.S. history students should know and be able to do. The NAEP framework, including its approach to U.S. history, its emphasis on using historical knowledge to develop historical perspectives and historical reasoning, and its three levels of achievement could exert a major influence on future education practice, and thus improve history instruction. The framework, types of assessment exercises, and achievement levels will certainly provide data useful in establishing a baseline for defining high standards for student competency in U.S. history. The 1994 test results will show how well students understand U.S. history and how well they can think in historical terms. The results may also show needed improvements in U.S. history instruction to prepare U.S. students for the 21st century.

Chapter Two:

The Framework for the 1994 NAEP U.S. History Assessment

The framework of the 1994 national assessment of U.S. history reflects the practices of some of the nation's best and most imaginative teachers. It emphasizes the importance of knowing and understanding history in all its complexity—its people, events, ideas, periods, themes, turning points, movements, and sources.

The framework grows out of the seven assumptions about history identified in chapter one. It calls for a sound grounding in the sequence of events over time, an introduction to famous people and ordinary individuals, an awareness of geography, a solid grasp of facts, an understanding of both the ideals and the realities of political and social institutions and practices, an appreciation of the commonalities and diversities of American society, and a broad view of how reconstructing the past must be built on an examination of a variety of historical sources. Integral to both the framework and the assessment are the habits of mind that lead to historical knowledge and perspectives, and historical analysis and interpretation.

Elements of the Framework

The content framework for the 1994 assessment has three components: **Themes in U.S. History, Periods of U.S. History**, and **Ways of Knowing and Thinking About U.S. History**. The themes and periods that structure the assessment are illustrated in the Content Matrix (table 2) and explained in the section that follows the matrix. The final section of the chapter, Ways of Knowing and Thinking About U.S. History, defines the cognitive dimensions of the assessment.

Table 2. 1994 NAEP U.S. history content matrix outline

THEMES → / PERIODS ↓	Change and Continuity in American Democracy: Ideas, Institutions, Practices, and Controversies	The Gathering and Interactions of Peoples, Cultures, and Ideas	Economic and Technological Changes and Their Relation to Society, Ideas, and the Environment	The Changing Role of America in the World
Three Worlds and Their Meeting in the Americas (Beginnings to 1607)				
Colonization, Settlement, and Communities (1607 to 1763)				
The Revolution and the New Nation (1763 to 1815)				
Expansion and Reform (1801 to 1861)				
Crisis of the Union: Civil War and Reconstruction (1850 to 1877)				
The Development of Modern America (1865 to 1920)				
Modern America and the World Wars (1914 to 1945)				
Contemporary America (1945 to Present)				

(Note: Not all of the themes will be addressed equally in every period.)

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Content Matrix Outline

Four historical themes form the horizontal axis of the assessment matrix. These themes embody questions that give meaning to the people, events, and ideas in U.S. history. The themes establish important emphases within periods and ensure continuity from one era to another.

Eight periods of U.S. history form the vertical axis of the matrix. The periods are a useful way to divide history into manageable segments. While the framework is based on one set of historical periods, its authors are also mindful that other perspectives and chronologies could be identified and that issues surrounding various approaches to chronology are an integral part of historical understanding.

The general questions posed for each theme and the specific questions developed for each period define a conceptual approach to U.S. history. The committees developed the questions as a way to think about U.S. history in elementary and secondary school and to define content and interpretive approaches to be used in creating assessment exercises for grades 4, 8, and 12. Appendix C provides illustrative examples of how the period questions can be employed to develop specific assessment activities appropriate for 4th, 8th, and 12th graders.

Themes of U.S. History

The four themes that will be the central focus of the assessment are defined through general questions. The theme questions establish the context for the people, events, ideas, movements, issues, and sources to be addressed in each historical period. Not all themes, however, will be examined in equal depth in all periods or all grade levels because the thematic emphasis in any given period will depend upon the major historical issues and developments of that period.

Theme 1. Change and Continuity in American Democracy: Ideas, Institutions, Practices, and Controversies

Defining Questions:

- What political, legal, philosophical, and religious traditions did Americans draw upon for their conceptions of democracy?

Who were the leaders, what were their contributions, and what political and legal institutions developed? In what significant ways have these institutions continued? In what ways have they changed? What individuals and groups have been important in maintaining, testing, and changing these institutions, and what procedures developed to allow for change? Why is the procedure allowing for compromise, continuity, and change considered a fundamental premise that distinguishes the American political system? What landmark documents chart the change process?

- What are the basic principles and critical assumptions of American constitutional government about the sources of political power and the rights of individuals? What core civic ideas (e.g., individual rights and popular sovereignty) have been forces for unity in American society? What individuals and groups have maintained, tested, and influenced the evolution of these ideas? What primary documents include these commonly held civic ideas (e.g., Mayflower Compact, Declaration of Independence, The Federalist Papers, Constitution, Bill of Rights, Seneca Falls Declaration of Sentiments, and "I Have A Dream" speech)? Why has the Constitution survived, and why has it become a model political framework? How have Americans responded to inherent tensions and conflicts of constitutional democracy, such as reconciling the desire for liberty with the need for order, majority rule with minority rights, and liberty with equality?
- How has the cultural diversity of American society shaped the nation's civic culture, political institutions, and political practices? What individuals and groups played important roles in raising and responding to issues about diversity and unity in the American body politic? What major political controversies arose about the issues? Which controversies have been resolved? And which have remained or re-emerged under other circumstances?

Theme 2. The Gathering and Interactions of Peoples, Cultures, and Ideas

Defining Questions:

- What racial, ethnic, religious, and national groups formed this nation? Why have people immigrated to the land that became

the United States and why has the country continued to attract so many immigrants? What have been the patterns and conditions of this immigration (e.g., voluntarily in search of economic opportunity, religious freedom, and political refuge; involuntarily in bondage as slaves; or under other conditions, such as indentured servants and contract laborers)? How has the racial, ethnic, and religious composition of the nation changed over time? What racial, ethnic, and religious tensions arose? What issues have been resolved? And what issues remain? What were the patterns of settlement? How and why have these settlement patterns changed?

- What common and diverse cultural traditions did Americans develop? How did Native Americans and other racial, ethnic, religious, and national groups contribute to the creation of a common culture in the United States as well as to the development of distinct ethnic cultures? What individuals and defining events contributed to these developments? What roles have community and region played in these shared and distinct cultures? What primary documents and historical sources—such as original documents, speeches, cartoons, artifacts, photos, art, music, architecture, literature, drama, dance, popular culture, biographies, journals, folklore, historic sites and places, and oral histories—record the development of American culture?

- What have been the changing patterns of social organization in American society (e.g., class structure, social mobility, social discrimination, family structure, neighborhood, and community)? How have these patterns been reflected in the daily lives of Americans?

- What have been the roles of men and women in American society? How and why have these roles differed across racial, ethnic, regional, and class lines? How and why have gender roles changed?

Theme 3. Economic and Technological Changes and Their Relation to Society, Ideas, and the Environment

Defining Questions:

- How did the United States develop from a rural, agricultural economy to an urban, industrialized superpower? Who and what shaped American economic development? What were

the human and environmental benefits and costs of this development? How have state and national governments responded to issues raised by economic developments and how have they participated in the economy?

- What ideas, values, and practices (e.g., individual entrepreneurship, private ownership of property, laissez-faire economics, a cheap supply of labor, free enterprise, monopolies, and government regulation) contributed to the development of the American capitalistic system? What types of labor systems developed and how did they influence society and the economy? How has the economic system, including its ideas and values, adapted to changing conditions and changing demands? What forms of prosperity and opportunity resulted? How have the work lives and economic opportunities of various groups differed (e.g., men and women, racial groups, and people in different regions)?
- How have geography and economic and technological developments influenced society and its values? Who contributed to these developments? How have these developments influenced how Americans make a living, where they live, their quality of life, and their natural environment?
- What have been major American achievements and developments in science and technology? Who played key roles? How have these developments influenced the economy, the environment, and the rest of the world? What caused these developments? What have been the most pressing economic, scientific, and technological issues? What has been the impact of scientific and technological developments elsewhere on the United States?

Theme 4. The Changing Role of America in the World

Defining Questions:

- How have the geographical location and resources of the United States, its ideals, its interests, and its power influenced its role in the world? How and why has that role changed? Who are the people who have played significant roles in international affairs and what is the role of public opinion in shaping foreign policy in a democracy? What primary documents and historical sources record the key developments?

- How have the interests, institutions, ideologies, individuals, power, and activities of other nations affected the U.S.?
- How have the interests, institutions, ideologies, individuals, power, and activities of the U.S. affected other nations?
- How has life inside the U.S. been affected by the nation's role in the world?

The distribution of the assessment exercise pool across historical themes for grades 4, 8, and 12 follows in table 3.

Periods of U.S. History

Because history is concerned with the experiences of people over time, it is critical to establish a basic chronological structure for tracing, reconstructing, and connecting the stories of those experiences. Eight periods structure the 1994 assessment. A series of questions directly related to the four historical themes establishes the content and interpretive emphasis for each period. The questions for each period focus on the interplay of people and events, ideas and issues, concepts and movements, commonalities and differences, and achievements and failures in the nation's history. These questions, developed by the Planning and Steering Committees of the 1994 NAEP U.S. History Consensus Project, represent the kinds of knowledge and depth of analysis that could be the foundation of historical learning and historical understanding in elementary and secondary schools. The questions set the parameters of U.S. history for the assessment and will guide the development of assessment exercises. All specific items on the assessment must relate to one or more of the theme-related questions identified for each period. Appendix C provides illustrative examples showing how the questions can be used as the basis for assessment exercises appropriate for 4th, 8th, and 12th graders. The separate *Assessment and Exercise Specification Report* provides greater detail.

Period 1: Three Worlds and Their Meeting in the Americas (Beginnings to 1607)

Theme 1

- What were some of the political ideas, institutions, and practices of Native Americans, Western Europeans, and West Africans before the meeting of these three peoples in the Western Hemisphere?

Table 3. Distribution of the exercise pool across historical themes: grades 4, 8, and 12

THEMES → / GRADE LEVELS ↓	Change and Continuity in American Democracy: Ideas, Institutions, Practices, and Controversies	The Gathering and Interactions of Peoples, Cultures, and Ideas	Economic and Technological Changes and Their Relation to Society, Ideas, and the Environment	The Changing Role of America in the World
4th Grade	25%	35%	25%	15%
8th Grade	30%	30%	20%	20%
12th Grade	25%	25%	25%	25%

Theme 2

- What were the family patterns, religious practices, and artistic traditions of Native Americans, Western Europeans, and West Africans on the eve of Columbus' voyage?
- What was "the Columbian exchange"? How did it affect societies and cultures worldwide?
- Why did Europeans explore and settle in the Western Hemisphere? Who were the explorers? What were their motivations? How did geographical factors influence their routes?
- What historical sources provide insights into the exchange?

Theme 3

- How did Europeans, Native Americans, and West Africans live and make a living on the eve of Columbus' voyage?
- What were the economic and trading relationships among Europe, Asia, and Africa before Columbus' voyage? How did these relationships change with the beginning of transatlantic trade?
- How did European inventions and technological developments (particularly in navigation and armament) lead to exploration and early conquest? What individuals and groups contributed to these developments?
- What was the role of economic factors in exploration and the search for resources in the Western Hemisphere? What impact did exploration have on the economies of Europe, West Africa, and North America?
- What labor systems emerged? How did the practice of slavery develop in the Western Hemisphere? How did it compare to other forms of slavery?

Theme 4

- How did the quest for political and economic power among European nations cause rivalries in the Western Hemisphere?
- How did Europeans' efforts to gain control in the Western Hemisphere affect the people of West Africa and the North American continent? How did these people respond?

Period 2: Colonization, Settlement, and Communities (1607 to 1763)

Theme 1

- How did various European colonists reshape their political, legal, and philosophical traditions to fit their circumstances in North America? What new political traditions evolved? In the English colonies, what practices of self-government and law developed?
- How did various Native American groups view and respond to European colonization?
- How did ideas about individual rights, popular sovereignty, and law develop in different parts of the British, Spanish, Dutch, and French colonies?

Theme 2

- Who were the colonists? What were the reasons they came? Where did they settle? What social and cultural organizations did they create? What were the conflicts and cooperative efforts between and within these groups? What was the impact on Native Americans?
- What motives did the colonists' financial backers have in settling North America? How did the English, French, Dutch, and Spanish colonies differ?
- What was daily life like in colonial America for the yeoman farmers, merchants, artisans, planters, indentured servants, slaves, and Native Americans? How was life different and how was it similar in New England, the mid-Atlantic, the South, the West, the Spanish Southwest, and French Louisiana?
- How did diverse religious beliefs and practices affect life in the English colonies and lead to denominationalism and religious freedom?

Theme 3

- What ideas, individuals, motives, practices, and values influenced economic development in the different regions of colonial North America and the West Indies?

- What were the roles of private property, communal landholding, the fur trade, the "Protestant work ethic," the plantation system, merchants, small farmers, indentured servants, and slaves in the economies that arose in the European colonies?
- What roles did women play in colonial economies?
- How did indentured servitude differ from chattel slavery? Why did slavery come to mean racial or black slavery?
- How did racial slavery in the Americas differ from slavery in Africa, ancient Greece and Rome, or in other places and times?

Theme 4

- Why did European nations contend for control of North America? What were the trade routes? And what was the extent of each nation's empire by 1763?
- What kinds of relationships, alliances, and conflicts developed among Native American societies, European countries, and settlers?
- What were the causes and results of the French and Indian War of 1754–1763? What was its counterpart in Europe?

Period 3: The Revolution and the New Nation (1763 to 1815)

Theme 1

- What ideas about the nature of liberty, power, and "natural rights" contributed to the colonists' decision to declare their independence?
- What British policies led to the revolt? What was its counterpart in Europe? Who made the Revolution? What was the course of the war? And why was it successful?
- In what ways have the ideas embodied in the Declaration of Independence served as fundamental and enduring ideas of American political life?
- What were the political debates regarding independence and the creation of new state governments and a national government? Who supported what positions?

- Who were the leaders and what ideas about government, sources of political power, rights of individuals, and political participation did they include in the Declaration of Independence, the Articles of Confederation, the Northwest Ordinance, the Constitution, and the Bill of Rights? How did ideas in these documents contribute to a common civic culture? How did various individuals and social groups—defined by wealth and status, gender, race, region, or other factors—take different positions on such weighty matters?
- What factors and events, such as problems of the Articles of Confederation and Shays' Rebellion led to the Constitutional Convention? Who were the participants? What key issues did they debate? What major compromises did they make to create the Constitution of 1787?
- What was the significance of the Constitution? How have its core civic ideas of individual rights and popular sovereignty become the basis for the nation's common political culture? Why did it become recognized as a model political framework? How has it served many to sustain aspirations for individual freedom and dignity for more than 200 years?
- How does the ratification of the Bill of Rights illustrate the idea of compromise and change that has been a basic principle of American Constitutional government?
- What political and legal institutions were created by the Constitution? How was power distributed among the branches of the federal government and between federal and state governments?
- What political issues such as slavery, the rights of individuals, the power of the states, and the nature of federalism and republicanism continued to divide Americans? How did the Constitution provide avenues for addressing these issues?
- Why did political parties arise (e.g., Federalists and Democratic-Republicans)? How did the party system influence the development of democracy? Why is the peaceful transfer of power following Jefferson's election such a landmark event in history?
- How did John Marshall establish as a principle of constitutional government the judicial review by the Supreme Court of acts of state and federal governments?

Theme 2

- What were the various roles of Native Americans, African Americans, and men and women from different social and economic levels in the Revolution?
- What kinds of rising expectations were produced for women, slaves, free blacks, and non-property owning men by the popular revolutionary rhetoric of the time about equality and civic virtue?
- What ideas, beliefs, and values emerged to create a national culture? How did that culture relate and compare to regional cultures in the United States and to the cultural traditions of the Spanish borderlands (Texas, Arizona, New Mexico, California, and Florida)?
- What reforms and improvements were sought for women, African Americans, Native Americans, and other disenfranchised people in the new nation? How did the lack of political power influence strategies and successes?

Theme 3

- How did colonial economic growth interact with the British mercantile and Native American economic systems?
- What economic factors contributed to the colonists' decision to declare their independence?
- What were the effects of the Revolution on economic relations and institutions?
- Who benefitted and who suffered economically between 1783 and 1815?
- What ideas, values, and practices caused the Hamiltonian-Jeffersonian debate over the formation and direction of the nation's economy and what were the results?

Theme 4

- What people and forces contributed to the American victory in the Revolution?
- In what ways did the American Revolution and the establishment of the United States influence people in other nations? How did these events reshape the image of America in other countries?

- How did the French Revolution affect American domestic and foreign policy?

Period 4: Expansion and Reform (1801 to 1861)

Theme 1

- Why did the nation expand across the Appalachian Mountains to the Pacific Coast? What ideas about democracy emerged? What controversies arose about organizing territories and adding states to the union? How were these controversies managed?
- How did the American political culture develop? What procedures emerged for managing controversy and responding to changing political and social needs? Who played important roles in this process?
- How did Jefferson and Jackson change the power and practices of the presidency? What caused the rise of interest-group politics?
- Who played important roles in expanding the white male franchise?
- Who raised issues that questioned assumptions about slavery, women's rights, qualifications for citizenship and the right to vote, and the rights of Indians? What assumptions have remained? What assumptions have changed?
- How did reform movements change political practices, the rights of individuals, and the meaning of American constitutional democracy?
- How did landmark Supreme Court decisions affect the development of the legal system and constitutional government (e.g., *Marbury* v. *Madison*, *McCulloch* v. *Maryland*, and *Gibbons* v. *Ogden*)?
- What were the positions of the political parties and their leaders on economic development, territorial expansion, political participation, individual rights, states' rights, slavery, and social reforms?

Theme 2

- Why did some Americans want to create a distinctly American culture? Who were the principal artistic and intellectual figures? What were their contributions? How did the new culture draw on, reject, and compare to European and British culture?
- What ideas, traditions, and traits such as individualism and the belief in the human capacity to solve problems came to define the American character? How did self-interest compete with the need for social responsibility?
- What were the characteristics of Native American and Southwest-Hispanic cultures? How did African Americans develop unique cultures? How did the cultures of Native Americans, Hispanics, and African Americans adapt and survive?
- What groups (such as the Germans and Irish) immigrated to the United States? Why did they come? Where did they settle? What impact did they have on the national culture as they adapted and became Americans?
- How did religious revivalism and the idea of human perfectibility contribute to many reform movements and what was the role of women in revivalism and reform?
- What ideas about education emerged and how did the increased emphasis on education influence society?

Theme 3

- How did geographical factors, technological innovations, individual inventors, and entrepreneurism contribute to rapid economic growth and important economic developments such as the factory system, manufacturing capitalism, the westward movement, "King Cotton," and the expansion of slavery? What were benefits and costs of these economic developments?
- Why was there growing prosperity for many? What was the influence of their prosperity on society?
- How did the growth of the factory system affect living conditions, working conditions, and where people lived?

- How did government subsidies, growth of a national transportation system, tariffs, immigrant labor, and foreign investments influence economic development?

Theme 4

- How and why did the United States expand its boundaries? Who were the chief advocates of territorial expansion? What were the major events in territorial expansion? What was the idea of Manifest Destiny? Who were its supporters and opponents?
- How did the United States influence revolutionary movements in the Caribbean and Latin America? How did those movements affect the United States?
- How did the United States attempt to prevent European nations from regaining control of Latin America? Who were the leaders?
- How did expansion affect the image of the United States in other countries?

Period 5: Crisis of the Union: Civil War and Reconstruction (1850 to 1877)

Theme 1

- What role did the process of compromise play in the disputes about slavery, the nature of the union, individual rights, states' rights, and the power of the federal government? What caused the outbreak of the Civil War? What were the roles of Webster, Clay, Calhoun, Douglas, Lincoln, and Seward?
- How did the major political parties and leaders deal with controversies about abolition of slavery, constitutional rights, and economic development?
- What was the course of the war? What was the influence of civilian and military leaders (e.g., Lincoln, Davis, Grant, and Lee)?
- What action did African Americans take before, during, and after the war to secure their freedom and rights as citizens?

- How did the Civil War and Reconstruction change conceptions of the union and the power of the federal government? What were the influences of Lincoln's presidency?
- What primary sources exemplify the key ideas and issues of this period (e.g., Gettysburg Address, Emancipation Proclamation, Lincoln's Second Inaugural Address, "Battle Hymn of the Republic," "Bonnie Blue Flag," and "Dixie")?
- How was the U.S. Constitution changed after the Civil War (e.g., 13th, 14th, and 15th Amendments)? How did the changes affect democratic ideas and practices and contribute to achieving democratic ideals?
- What were the goals of radical and moderate reconstructionists? How and why did they succeed and fail?

Theme 2

- How did the social and cultural traditions of the pre-war North and South differ?
- What are some personal histories of heroism, sacrifice, and devotion during the Civil War? During Reconstruction?
- What was the role of religion in the debate over slavery?
- In what ways did the war and Reconstruction challenge earlier ideas and alter relations between races, classes, and genders?
- What individuals and groups played significant roles in the war and Reconstruction?
- How did postbellum black communities differ from slave and antebellum free black communities?

Theme 3

- How did slavery as an economic system affect the economy and the social and class systems in the North, the South, and the West?
- How did the economic strengths and weaknesses of each side affect the outcome of the war?
- What scientific and technological developments affected the economy, the war, and Reconstruction?

- How did Southerners and the country at large, including yeoman farmers and ex-slaves, influence the transition from slavery to free labor?
- How did Reconstruction change the economic life of the South?

Theme 4

- How did Union and Confederate diplomacy affect the Civil War?
- In what ways did other nations influence the course and outcome of the Civil War?
- How did the Civil War affect Europe, Latin America, and Native American nations?
- How did the Civil War and Reconstruction influence the nation's image in other countries?

Period 6: The Development of Modern America (1865 to 1920)

Theme 1

- How did the movements for social justice, including Populism and Progressivism, lead to reassessments and changes in basic assumptions about the practice of democracy? What led to the 16th Amendment?
- Who were the leaders and other participants in these reform efforts? How did they affect events?
- What gains and losses in individual rights resulted (e.g., suffrage)? How did these changes relate to other reform efforts? Who was left out of these reform efforts?
- How did the role of government change in relation to business and labor? What were the issues and how were they resolved?
- How did the changing patterns of immigration and the growing diversity of American society influence political institutions and policies?
- What was the debate over American ownership of colonies after the Spanish-American War and what was the influence of this debate on the nature of American government?

Theme 2

- What was the concept of Social Darwinism? How was it used by both liberals and conservatives?
- How did westward expansion and the 19th-century belief in progress affect American ideas and society? Who advocated westward expansion? Who advocated social change and what changes did they advocate?
- What was the impact of westward expansion on Native American and Hispanic societies? How did these groups respond?
- What was the influence of Mexican culture on the southwest?
- What factors influenced immigration? How did the image of America as a land of opportunity develop? How did European immigration patterns change? What was the experience of newly arriving groups such as the Swedes, Norwegians, Jews, Poles, Russians, and Italians?
- Why did Asians immigrate to the United States? What were their experiences after their arrival?
- How did forces of industrialization, immigration, technology, and urbanization change popular culture, definitions of "What is American?", and family life?
- Why and how did public education develop and expand?
- How did women respond to the opportunities and problems produced by urbanization and industrialization?

Theme 3

- What accounts for the surging growth of the American economy in this era? What were the main features of industrial capitalism, and what were the benefits and costs of this economic development?
- What basic assumptions define socialism and communism? What were their followers' critiques of industrial capitalism? What was the capitalists' critique of these approaches to economic organization? What influence did these economic philosophies have on the American economy?
- Who were the leaders of industrialization? What were their roles? What was their impact on society?

- How did American industrial achievements and developments influence the rest of the world? How did industrialization in other countries affect the United States?
- How did the American labor movement develop? Who were its leaders? What were its goals?
- What were major conflicts between big business and labor? And what was the role of the federal government in resolving such disputes?
- What was the influence of increased regulation on business?
- Who were the innovators? What major scientific and technological achievements and developments influenced industrialization?
- How were American people's work habits, living conditions, and attitudes shaped by industrialization and urbanization?
- How did economic growth and industrialization affect the environment? What were the goals of the early environmentalists?
- How was agriculture affected by technological development? How did it contribute to industrialization and urbanization?

Theme 4

- What were the reasons the United States enlarged its role in world affairs in the late 19th and early 20th centuries?
- Who were the champions and critics of expansion?
- In what ways did the United States expand its territory, its diplomatic importance, and its military power?
- In what ways did other nations respond to the expanding American role in world affairs?
- How did the participation of the United States in the Spanish-American War and World War I influence the nation's image in other countries?
- How was life in the United States affected by expansion and participation in World War I?

Period 7: Modern America and the World Wars (1914 to 1945)

Theme 1

- How did World War I and World War II influence political institutions in the United States? Who played important roles and what changes or adjustments resulted?
- How did politics in the 1920s reflect both the advancement and the retreat of important democratic practices?
- How did the Depression change assumptions about the nature of federalism and the role of government?
- How did Franklin Roosevelt's New Deal legislation change the role of the federal government in relation to social welfare and individual rights?
- How did landmark Supreme Court decisions reflect changes in the nature of federalism, the rights of individuals, and the power and duties of government (e.g., *Gitlow* v. *New York*, *Near* v. *Minnesota*, and *NLRB* v. *Jones & Laughlin*)?

Theme 2

- What artistic and literary figures contributed to national culture and to distinct ethnic and regional cultures?
- Why were restrictive immigration policies enacted? What groups were restricted and what groups were allowed? Why did large numbers of people continue to seek opportunities to immigrate to the United States?
- What were the social and cultural consequences of the immigration policies and internal migration? What developments defined the "Roaring Twenties" and the "Harlem Renaissance"?
- How did controversy over scientific views of evolution affect religious communities?
- What is the importance of the New Deal in American social reform? Who developed the policies and who were the critics?
- What were the consequences of the World Wars, the Depression, and the New Deal for society in general and for women

and racial minorities in particular? Who were the advocates of social reform?

- How did technological innovations such as the radio, movies, and automobiles affect the lives of ordinary Americans?
- What was the immediate and long-range impact on the homefront of World War II?

Theme 3

- What effect did wartime economies have on the composition of the American workforce and on the shift from a rural society to an urban society?
- How did wartime economic innovation and technological developments change the American economy and American society? Who were the innovators?
- What factors led to the growth of the American economy in the 1920s? To what extent was growing prosperity a reality for Americans from various levels of society?
- What caused the Depression? How did Herbert Hoover and Franklin Roosevelt respond? How did it alter ideas, values, and practices of the American economic system? What was its impact on the lives of ordinary Americans?
- How did the Depression and the New Deal influence economic theory and practice and the role of the government in the economy?
- How did workers and labor leaders shape the discussion of economic theory and employer policies and practices?

Theme 4

- How did events in Europe and Asia, such as the outbreak of World War I, the Russian Revolution, the Nazis' rise to power, the Axis alliance, and Japanese territorial expansion influence United States history?
- What was the role of American democratic ideals in the nation's entry into World War I?
- How did isolationism influence American foreign policy between 1914 and 1945?

- What roles did national leaders (e.g., Kaiser Wilhelm II, Woodrow Wilson, Joseph Stalin, Adolf Hitler, Winston Churchill, Franklin Roosevelt, Dwight Eisenhower, and Harry Truman) play in shaping military and foreign policy?
- Why did some Americans oppose involvement in World Wars I and II?
- How did U.S. policy and activities in the peacemaking process compare after each war? Why did the failure to solve problems after World War I lay the groundwork for another war? How did U.S. policy after World War II differ from its policy after World War I?
- What international alliances and agreements resulted from the wars? What were the goals of the League of Nations and the United Nations?

Period 8: Contemporary America (1945 to Present)

Theme 1

- How have the ideas of the founding period about the nature of the government, liberty, and sources of political power been maintained and changed? Why do the important core civic ideas of individual rights and popular sovereignty continue to be forces in American society? How is constitutional power now distributed among branches of the federal government and between the federal and state governments? What have been some of the conflicts?
- What political movements and issues have been most significant in contemporary America (e.g., liberal, conservative, and neo-conservative political thought; civil rights movement; women's rights movement; Vietnam War protests; and environmental movements)? What advances and retreats in democratic self-government and civil rights have resulted from these controversies? Who have been key individuals involved in these issues (i.e., political and civil rights leaders)? What procedures for compromise and change have been used to resolve issues? What controversies remain?
- How has the expanded role of government in society and the economy influenced the rights of individuals?

- How do the controversies and their proposed solutions reflect both the cultural commonalities and diversities of the nation?
- What important legislation, documents, and political position statements illustrate efforts to settle the controversies about these issues?
- How have landmark Supreme Court decisions affected constitutional rights, political controversies, and the relationships of individuals and groups (e.g., *Brown* v. *Board of Education*, *Gideon* v. *Wainwright*, *Abington School District* v. *Schempp*, *Reynolds* v. *Sims*, *Miranda* v. *Arizona*, and *Roe* v. *Wade*)?
- What is the role of political leadership in contemporary politics? What individuals or groups have taken leadership roles? What strategies and political philosophies have they pursued to achieve power and resolve political issues?
- What are the influences of grassroots leadership on American political processes?
- What is the influence of print and electronic media in contemporary politics and the electoral process?

Theme 2

- What are the sources of unity and diversity in contemporary American society?
- How has the growing awareness of cultural diversity affected the common culture and distinct cultures of minority groups?
- How has the changing nature of mass media altered popular culture and the habits, tastes, and values of Americans?
- How has immigration policy changed in the contemporary United States? What groups are immigrating in large numbers? Why? What effects has immigration had on education, popular culture, and politics?
- How have the structures and dynamics of families changed in contemporary American society?
- What are the roles of religion and religious institutions in contemporary society?
- What individuals and groups have contributed to the civil rights movement and the women's movement and what

impact have these movements had on individuals and American society?

- What were the social consequences of the Cold War, the Korean War, and the Vietnam War?

Theme 3

- What caused the general economic boom and growing prosperity in the post-World War II era?
- What have been key technological innovations (e.g., transistors, television, computers, jet airplanes, penicillin, plastics, the hydrogen bomb, birth control, and space exploration)? Who were the innovators? How have these innovations influenced society?
- What has been the influence of the labor movement on the economy and society?
- How has technological change influenced work habits, the composition of the workforce, and economic productivity?
- What has been the impact of the growing globalization of economic systems?
- How have mass production, the consumer economy, and changing economic conditions affected American society?
- Why has the environmental impact of technological and economic development become such an important issue?

Theme 4

- How and why did the United States become the pre-eminent economic and military power in the world? How did U.S. participation in World Wars I and II influence the rest of the world?
- What were the foreign policy objectives of the major world powers after World War II? What led to these policies? What influence did domestic and foreign leaders have on these policies (e.g., Harry Truman, John Foster Dulles, Mao Zedong, John Kennedy, Nikita Khrushchev, Richard Nixon, Jimmy Carter, Golda Meir, Anwar Sadat, Margaret Thatcher, Ronald Reagan, Mikhail Gorbachev, and George Bush)?

- What combination of ideology, economics, historical circumstances, individual viewpoints, and other factors shaped the history of the Cold War? What factors led to its end?
- What were the main features of United States foreign policy during the Cold War era? Who advanced specific proposals?
- How did policies toward nations in Europe, Asia, Africa, Latin America, and the Middle East change during the Cold War era? What were the causes and results of the Korean War and the Vietnam War? In what ways did the Cold War strengthen or weaken American democracy, the American economy, and American military practices?
- What role has public opinion and public protest played in shaping American foreign policy?
- How have the end of the Cold War, the dissolution of the Soviet Union, and the democratic revolution in certain countries of Eastern Europe reshaped American foreign policy?
- What is the present status of international institutions, alliances, and disarmament efforts?
- How does the United States' image in the world today compare with its earlier images?

The distribution of the assessment exercise pool across historical periods for grades 4, 8, and 12 appears in table 4.

Ways of Knowing and Thinking About U.S. History

The study of United States history engages students' minds with the facts and complexities that give insight into the development of the nation. Historical study requires specialized ways of knowing and thinking, habits of mind and cognitive processes that typify historians' approaches to the past. These habits of mind require almost simultaneous exercise of lower- and higher-order cognitive skills such as recall, analysis, judgment, application, and evaluation. This assessment identifies and defines the cognitive processes of historical knowing and thinking as follows:

- **Historical Knowledge and Perspective**—knowing and understanding people, events, concepts, themes, movements, contexts, and historical sources; sequencing

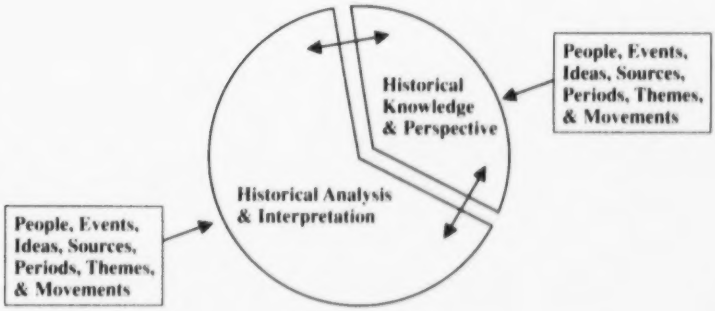
Table 4. Distribution of the exercise pool across historical periods: grades 4, 8, and 12

PERIODS → / GRADE LEVELS ↓	Beginnings to 1607	1607 to 1763	1763 to 1815	1801 to 1861	1850 to 1877	1865 to 1920	1914 to 1945	1945 to Present
4th Grade	20%	15%	15%	15%	10%	05%	05%	15%
8th Grade	05%	10%	20%	15%	20%	10%	10%	10%
12th Grade	05%	10%	15%	10%	10%	15%	15%	20%

events; recognizing multiple perspectives and seeing an era or movement through the eyes of different groups; and developing a general conceptualization of U.S. history.

- **Historical Analysis and Interpretation**—explaining issues, identifying historical patterns, establishing cause-and-effect relationships, finding value statements, establishing significance, applying historical knowledge, weighing evidence to draw sound conclusions, making defensible generalizations, and rendering insightful accounts of the past.

The following diagram illustrates the interaction of these two domains in the process of knowing and thinking about history.


Historical Knowledge & Perspective
People, Events, Ideas, Sources, Periods, Themes, & Movements
Historical Analysis & Interpretation
People, Events, Ideas, Sources, Periods, Themes, & Movements

The 1994 NAEP U.S. History Assessment will include a variety of items in both cognitive domains. A description follows of the kinds of exercises developed to assess the cognitive domains. It is important to note that assessing higher order thinking processes will require students to demonstrate that they have a fund of knowledge and understanding of historical periods and themes. Such higher order questions will assess more than just skillful reading and fact finding.

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1. Exercises assessing **Historical Knowledge and Perspective** will examine students' ability to identify and define specific factual information, themes, movements, and general principles operating in U.S. history; to deduce meaning; and to comprehend patterns. These exercises will test students' ability to:

- Name, recognize, list, identify, and give examples of people, places, events, concepts, and movements.
- Place specifics in a chronological framework and construct and label historical periods.
- Define historical themes and give examples of the ways themes relate to specific factual information.
- Describe the past from the perspectives of various men and women of the time.
- Summarize the contributions of individuals and groups to U.S. history; summarize the meaning of historical sources, such as original documents, speeches, cartoons, artifacts, photos, art, music, architecture, literature, drama, dance, popular culture, biographies, journals, folklore, historic sites and places, and oral history narratives; and link these people and sources to general themes.

2. Exercises assessing **Historical Analysis and Interpretation** will examine students' ability to distinguish value judgments in historical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions. Therefore, they should ensure that the assessment tasks will address the whole range of historical thinking. These exercises will probe students' ability to:

- Specify and explain cause-and-effect relationships and connect contemporary events to their origins in the past.
- Categorize information and develop strategies for organizing a large body of facts.

- Examine multiple causes of historical developments.
- Explain points of view, biases, and value statements in historical sources.
- Determine the significance of people, events, and historical sources.
- Weigh and judge different views of the past as advanced by historical figures themselves, historians, and present-day commentators and public figures.
- Demonstrate that the interpretation and meaning of the past are open to change as new information and perspectives emerge.
- Develop sound generalizations and defend these generalizations with persuasive arguments.
- Make comparisons and recognize the limitations of generalizations.
- Apply knowledge, draw conclusions, and support those conclusions with convincing evidence.

The distribution of the assessment exercise pool across the cognitive domains for grades 4, 8, and 12 appears in table 5.

Table 5. Distribution of the exercise pool across cognitive domains: grades 4, 8, and 12

COGNITIVE DOMAINS → GRADE LEVELS ↓	Historical Knowledge and Perspective	Historical Analysis and Interpretation
4th Grade	40%	60%
8th Grade	35%	65%
12th Grade	30%	70%

Chapter Three

Desired Attributes of the Assessment and Its Exercises and Items

Too often history has been perceived as dull memorization of an endless series of facts, events, and people long-since dead. By including thoughtful and profound questions, the committees hope to bring an aura of intellectual excitement to the assessment process. The 1994 assessment is intended to present a variety of questions that provide opportunities for students to demonstrate their grasp of specific detail, while showing a deep understanding of the context of events and an ability to employ logical historical thought processes. The development of assessment items will take into account issues of fairness and the need to avoid cultural and socioeconomic biases.

- New assessment options are available for use in the 1994 assessment. NAEP assessments in the 1980s were confined largely to multiple-choice exercises, but more recent assessments have introduced open-ended and performance exercises. Therefore, the 1994 History assessment should include both the traditional multiple-choice and the newer open-ended questions. In addition, special studies should examine various types of innovative assessment approaches, including portfolios and cooperative learning activities.

- Multiple-choice questions should constitute no more than 50 percent of the assessment time on the 1994 assessment. Such questions are desirable because they take up a relatively brief amount of assessment time, are easy to score, and allow for broad content coverage. The multiple-choice items on the 1994 assessment should include not only recall and comprehension questions but also a high proportion of questions that require higher-level thinking skills.

- Open-ended questions, the other portion of the test, should concentrate on measuring students' depth of learning in U.S. history. Both short-answer and extended-response exercises should require students to marshall a body of facts and

organize and express their thoughts. Recognizing that many students do not perform well on test items requiring long written responses, the item development committee should strive to construct the questions to allow opportunities for students to demonstrate performance on some items without writing extensively.

- The study of history requires the use of a variety of resources. To reflect the richness of history and historical sources, the assessment should use a variety of stimulus materials appropriate to U.S. history. In both the multiple-choice and open-ended exercises, the stimulus materials should include copies of primary documents, graphs, political cartoons, charts, photographs, pictures, maps, and timelines. The types and complexity of materials should be appropriate for students at each grade level, but a variety of types should be used in varying grades. Stimulus materials and documents must be chosen with the understanding that many resources are not equally available to all schools in all areas.

Students will be asked to respond to stimulus materials in a variety of ways:

- Short answers. Responses to short-answer items may require lists, phrases, or sentences.
- Extended responses. Extended responses call upon students to generate more developed arguments, analyses, or explanations and may require the creation of nontextual components, such as charts, maps, graphs, and timelines.

Open-ended exercises should be scored according to rubrics that allow students to receive partial credit. Rubrics used to score extended-response exercises should be constructed to evaluate students' historical knowledge, historical understanding, as well as analytical skills. Careful reading and clever thinking alone will not be sufficient to answer the extended response questions. The item development panel should develop the scoring criteria prior to the pilot test of the assessment. Extensive training of skilled raters will be essential to ensure that the criteria are applied consistently and do not confound students' historical knowledge and thinking with the ways in which they express themselves, such as using non-standard English.

In constructing the assessment exercises, the item developers must ensure that the items are congruent with the framework and correspond to the NAEP achievement levels described below.

Recommended Preliminary Achievement Levels

The assessment should be constructed to measure and report student performance according to three levels of achievement—basic, proficient, and advanced—as required by NAEP policy.

The following are preliminary achievement levels for students participating in the 1994 NAEP U.S. History Assessment in grades 4, 8, and 12. Within each grade, it is assumed that every higher achievement level incorporates and builds upon the preceding levels. Note that the levels suggested for the 4th grade are based on the assumption that most students will not have had a formal course in U.S. history.

4th-Grade Basic

Fourth-grade students at the basic level should be able to identify and describe a few of the most familiar people, events, and documents in American history. They should be able to describe the reasons for celebrating most national holidays, have some familiarity with the geography of their own state and the United States, and be able to express in writing a few ideas about a familiar theme in American history.

4th-Grade Proficient

Proficient 4th-grade students should demonstrate familiarity with a number of historical people, places, and events. They should recognize some important documents in American history and be able to write comments about their significance. Proficient 4th graders should interpret information from a variety of sources, including texts, maps, pictures, and timelines, and they should be able to construct a simple timeline from data. These students should understand the role of invention and technological change in history and the ways in which geographic and environmental factors have influenced life and work.

4th-Grade Advanced

Advanced 4th graders should not only demonstrate a considerable familiarity with historical people, places, events, and documents,

but should also have a beginning understanding of the relationships between people and events. They should have ideas where to look for information, employing reference books, maps, local museums, interviews of family and neighbors, and other sources. Advanced students should be able to use historical themes to organize and interpret historical topics, and incorporate insights from beyond the classroom into their understanding of history.

8th-Grade Basic

Eighth-grade students achieving at the basic level should be able to identify and place in context a range of historical people, places, events, and documents. They should have a beginning understanding of the diversity of the American people and the ways in which people from a wide variety of national and cultural heritages have become part of a single nation. Eighth-grade students at the basic level should also have a beginning understanding of the fundamental political ideas and institutions of American life and their historical origins. They should be able to explain the significance of some major historical events.

8th-Grade Proficient

Proficient 8th grade students should possess not only an awareness of individual people, places, events, and documents, but a recognition of the connections between people and events within historical contexts. They should distinguish between primary and secondary sources. They should incorporate geographic, technological, and other considerations in their understanding of events, and they should communicate ideas about historical themes while citing evidence to support their conclusions.

8th-Grade Advanced

Advanced 8th graders should begin to recognize significant themes and movements in history and to understand particular events in light of these themes and movements. They should have an awareness of continuity and change over time and be able to draw relevant analogies between past events and present-day situations. They should be able to frame questions about historical topics of interest and use multiple sources to develop historical generalizations and interpretations. They should be able to explain the importance of a historical theme, including some awareness of its political, social, and economic dimensions.

12th-Grade Basic

Students at the 12th-grade basic level of achievement should be able to identify the significance of many people, places, events, dates, ideas, and documents in U.S. history. They should also have an appreciation of unity as well as diversity in the social and cultural history of the United States, and an awareness of America's changing relationships with the rest of the world. Basic 12th graders should have a sense of continuity and change in history and be able to draw upon relevant experience from the past to inform their understanding of contemporary issues. They should recognize that history is subject to interpretation and should appreciate the role of evidence in making a historical argument.

12th-Grade Proficient

Proficient 12th graders should understand particular people, events, and documents in historical context, with some awareness of the political, economic, geographic, social, religious, technological, and ideological factors that shape historical settings. Proficient students should be able to communicate reasoned interpretations of past events, using historical evidence effectively to support their positions. Their written arguments should reflect some in-depth grasp of issues and refer to both primary and secondary sources.

12th-Grade Advanced

Advanced 12th graders should demonstrate a comprehensive understanding of events and sources of U.S. history. Recognizing that history is subject to interpretation, they should learn to evaluate historical claims critically in light of the evidence. They should understand that important issues and themes have been addressed differently at different times and that America's political, social, and cultural traditions have changed over time. Advanced students should be able to write well-reasoned arguments on complex historical topics and draw upon a wide range of sources to inform their conclusions.

Chapter Four

Special Studies and Research

Two special studies are recommended for the 1994 or subsequent NAEP U.S. History Assessments. The results of these special studies should be reported along with the main assessment.

The first proposed special study would focus on the use of student portfolios in the assessment of U.S. history. A one-time, 50-minute period is too brief for an assessment of student performance on sustained work. Past assessments of history—limited to one class period—were inadequate for students to demonstrate their ability to perform complex tasks with substantial materials over an extended period of time. Consequently, past NAEP history assessments have not met teachers' requests that students' performance be measured more in terms of what actually happens in the classroom over a period of time. For this reason, the special study on collecting and analyzing history portfolios is given high priority.

Two aspects of portfolios could be included in the study. The first would be a survey (as with NAEP assessments in other subjects) to determine the use of portfolio methods by teachers in the field. Results of this survey would answer the questions: (1) How much portfolio collection of student work is occurring? (2) Is there enough to provide NAEP with an adequate source of information on student performance?

The other aspect of the portfolio study could be an exploration of the use of portfolio methods as a data-collection arrangement between NAEP and the schools. Results of this exploration would answer the questions: (1) Could portfolios be used to capture students' work over an extended period of time? (2) Could NAEP establish workable arrangements with schools to implement this process?

Several issues need to be resolved, however, before NAEP can successfully assess history portfolios. These issues include (1) defining an approach for collecting history portfolios, and

(2) developing adequate scoring standards and rubrics. The scoring rubrics must meet financial and technical limits, accommodate a wide collection of materials, and allow students to arrive at divergent, as well as convergent, conclusions at the end of the portfolio process. Another significant issue is determining the length of time and breadth of activities covered by the portfolio process. Consideration should be given to asking students to do additional exercises after they have completed the portfolios; for example, to give final written or oral responses to specific questions.

Whether the portfolio study could be implemented in grades 4 or 12 is questionable, because few students study U.S. history in those grades. It is possible that the special study could be undertaken only in grade 8.

The second special study focuses on assessing U.S. history in the context of small-group situations. This is particularly relevant to students who, in the 21st century, should work collaboratively in groups to solve problems and make decisions in their jobs. Indeed, cooperative learning and other types of small-group learning and assessment are receiving increased attention. Educators and policymakers are becoming interested in how students perform in groups, and group activities are becoming an established part of some curricula, including history. As educational reform of this nature continues, assessment data on group learning and instruction are crucial.

It is recommended, therefore, that NAEP explore the possibility of incorporating group performance in U.S. history as part of the 1994 or subsequent assessments. Group tasks, which are designed to be included within the confines of the assessment, are specifically proposed for a small national subsample of 8th and 12th graders. The group tasks would be open-ended performance tasks with predetermined scoring rubrics.

The recommended exploration might include—on a pilot basis—observation guides that would structure observers' evaluations of student interactions according to criteria such as (a) frequency of participation, (b) accuracy of comments, (c) evidence of historical understanding and reasoning, (d) ability to develop and defend generalizations and interpretations, (e) relevance and persuasiveness of evidence used to defend points of view, and (f) overall quality of responses. Academic quality of the work could be scored

by criteria established in a rubric similar to that developed for the open-ended items.

Results could be reported in three ways. First, the results of scoring according to academic criteria could be reported through descriptive statistics for the items. To the extent similar items are available on which students performed individually, results could be analyzed. In addition, results of observations could be reported, mainly as a pilot of this kind of assessment, to see whether data can be collected on the effectiveness of using group work to evaluate historical understanding. Finally, information from students and teachers on the nature and prevalence of group learning could be described.

In this special study, students would work collaboratively with historical material to draw conclusions about that material. Students would have to demonstrate an ability to:

- Think historically.
- Relate the material to prior knowledge.
- Work cooperatively with others.
- Speak to the topic.
- Reach consensus or defend their divergent views.

In developing this study, attention should be paid to the following variables:

- Students' school experience in cooperative learning.
- Students' background (race, ethnicity, and gender).

Appendix A

1994 NAEP U.S. History Consensus Project

1994 NAEP U.S. History Consensus Project

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Appendix B

Illustrative Examples of Content

This section provides illustrative examples of student activities for each theme and period. These examples for each grade level have been developed to demonstrate how the questions identified for each period can be used to generate specific content-based activities eligible for inclusion in the assessment. They are not exhaustive examples of the content covered by the theme questions, and they should not be considered prescriptive. Rather, the examples show the range of specific content that could be measured by various types of assessment items developed on the basis of the period-specific questions. The examples also illustrate the different levels of thinking related to the two cognitive domains that have been identified for the 1994 U.S. History Assessment: Historical Knowledge and Perspective, and Historical Analysis and Interpretation.

The illustrative examples of activities for grades 4, 8, and 12 follow. The examples presented for each of the eight periods identified in the framework are grouped according to the four themes. The *Assessment and Exercise Specifications Report*, a separate document, provides a more extensive list of content-based activities related to the framework questions for each period.

Period 1. Three Worlds and Their Meeting in the Americas (Beginnings to 1607)

Theme 1: Change and Continuity in American Democracy: Ideas, Institutions, Practices, and Controversies

Illustrative Examples

4th Grade:
- Not to be tested at this grade level.

8th Grade:
- Explain how Isabella and Ferdinand and Montezuma illustrate the political traditions of their cultures.
- Explain the reasons and purposes for European exploration of the Western Hemisphere.

12th Grade:
- Compare the Spanish governing system with that of one other group such as the Anasazi in the Southwest or the Kingdom of Mali in Western Africa.
- Locate the Aztec Empire on a map and analyze the basis for its political and military power before the Europeans arrived.

Theme 2: The Gathering and Interactions of Peoples, Cultures, and Ideas

Illustrative Examples

4th Grade:
- Identify Columbus and explain his importance in history.
- Describe the traditions and ways of life of one group in the Western Hemisphere—such as the Maya, Aztec, Seneca, or Anasazi—before the European explorers arrived.

8th Grade:
- Complete maps showing the locations of Native American groups, such as the Iroquois and Algonquin, and explain how geographic conditions led to diversity among Native American cultures of North America.
- Explain how the Crusades and the Renaissance paved the way for the "Age of Exploration."

12th Grade:
- Evaluate the impact of the Columbian exchange on the history of the Western Hemisphere and other areas of the world.
- Describe the organization of the African slave trade and illustrate how it altered the social organization of West African culture.

Theme 3: Economic and Technological Changes and Their Relation to Society, Ideas, and the Environment

Illustrative Examples

4th Grade:
- Explain how European exploration changed the way Native Americans, Africans, and Europeans lived.

8th Grade:
- Identify Western European explorers such as Columbus, Vespucci, Cabot, Magellan, and Coronado.
- Describe the economic and environmental impact of the Columbian exchange on peoples of Europe, Africa, and the Americas.

12th Grade:
- Describe the importance of the astrolabe and lateen sail in European exploration.
- Explain the reasons the Spanish, French, and Portuguese did not develop trade routes through the eastern Mediterranean.
- Describe the economic organization and trading patterns of the Aztec Empire.

Theme 4: The Changing Role of America in the World

Illustrative Examples

4th Grade:
- Locate the Eastern and Western Hemispheres on a map; identify the locations of Europe, Africa, North America, South America, Spain, Ghana, and the Aztec Empire.
- Tell why the lives of Native Americans, Africans, and Europeans changed after Columbus reached America.

8th Grade:
- Assess the significance of the defeat of the Spanish Armada in 1588 in the European nation's quest for power.

12th Grade:
- Draw conclusions about how the English "sea dogs" illustrate the economic rivalries and political power relations in Europe.
- Complete a map showing the routes of the explorers, such as Columbus and Magellan; explain why their voyages were important; and comment on the role of their voyages in creating the Spanish Empire.

Period 2. Colonization, Settlement, and Communities (1607 to 1763)

Theme 1: Change and Continuity in American Democracy: Ideas, Institutions, Practices, and Controversies

Illustrative Examples

4th Grade:
- Relate the town meeting approach to government to democratic ideas.
- Discuss the differing relationships between the colonists and Native Americans.

8th Grade:
- Explain the purposes of representative assemblies that were established in the colonies and predict why they would acquire increasing local political power.
- Compare the political and legal rights of the English colonists and the African Americans.

12th Grade:
- Relate the House of Burgesses and town meetings to the development of representative government in America.
- Explain why conflict arose between Native Americans and colonists and evaluate points of view on both sides.

Theme 2: The Gathering and Interactions of Peoples, Cultures, and Ideas

Illustrative Examples

4th Grade:
- Show the locations of European settlements—Jamestown, Plymouth, Santa Fe—in North America.
- Write stories about everyday life and ordinary people in European settlements and Native American communities.

8th Grade:
- Explain why Roger Williams and Anne Hutchinson left Massachusetts Bay and compare their reasons with the original reasons for establishing the colony.
- Summarize the hardships of the middle passage from descriptions and diagrams of ships.

12th Grade:
- Compare the daily life of merchants, Native Americans, and yeoman farmers in colonial Massachusetts.
- Weigh evidence from primary and secondary sources to reach conclusions about the influence of Puritanism on developing social and religious life in America.

Theme 3: Economic and Technological Changes and Their Relation to Society, Ideas, and the Environment

Illustrative Examples

4th Grade:
- Describe how people in the colonies obtained the basic necessities of life.
- Discuss life on a plantation from the points of view of the plantation owner and a slave.

8th Grade:
- Explain the growth of trade in the colonies and the kinds of crops and products that the colonists produced.
- Develop and defend generalizations to explain why the labor forces of the Southern and the Northern colonies differed.

12th Grade:
- Analyze why tobacco became an important crop in the Virginia colony, and evaluate the contributions of Indians to the development of this new cash crop.
- Define triangular trades and diagram one of these approaches to trading.

Theme 4: The Changing Role of America in the World

Illustrative Examples

4th Grade:
- Explain why Spain, France, and Great Britain wanted land in North America.

8th Grade:
- Illustrate the importance of Generals Louis de Montcalm and James Wolfe by showing how they determined the political fates of French and English colonists.

12th Grade:
- Identify Bartolome de las Casas and explain the main points of his Indian policy in Spanish America.
- On a map identify British territory in North America before and after the French and Indian War.

Period 3. The Revolution and the New Nation (1763 to 1815)

Theme 1: Change and Continuity in American Democracy: Ideas, Institutions, Practices, and Controversies

Illustrative Examples

4th Grade:
- Identify Thomas Jefferson and explain why he wrote the Declaration of Independence.
- Read the First Amendment in the Bill of Rights, summarize its meaning, and explain why it is such an important statement.

8th Grade:
- Describe the Constitution and Bill of Rights and generalize about the importance of these documents in American history.
- Explain the three-fifths compromise and evaluate its impact on U.S. history.

12th Grade:
- Trace the European and American roots of Jefferson's thinking as expressed in the Declaration of Independence.
- Reconstruct the issues raised at the Philadelphia Convention and the significance of Washington, Madison, and Hamilton in establishing the republic.
- Develop and test generalizations about why many people were not given the right to vote by the Constitution.

Theme 2: The Gathering and Interactions of Peoples, Cultures, and Ideas

Illustrative Examples

4th Grade:
- Locate the 13 original states on a map.
- Use the words in the "Star-Spangled Banner" and such later songs as "America," "America the Beautiful," and "This Land is Your Land" to illustrate American ideas and values.

8th Grade:
- Describe the participation of farmers, plantation owners, merchants, women, artisans, and African Americans in the Revolution.
- Assess the role of Thomas Jefferson as an architect in helping to establish an American national culture.

12th Grade:
- Discuss the attempts to develop a national culture in the early republic and identify Charles Bullfinch, early artists (John Trumbull, Gilbert Stuart, Patience Wright, Charles Wilson Peale), and Noah Webster.
- Measure the changes in attitude toward manumission of slaves after the Revolution and explain the effect on African Americans and comment on how African Americans responded.

Theme 3: Economic and Technological Changes and Their Relation to Society, Ideas, and the Environment

Illustrative Examples

4th Grade:
- Relate the Boston Tea Party to the economic causes of the Revolution.

- Describe how people such as George Washington, John Adams, small farmers, and artisans made a living.

8th Grade:
- Explain the economic effects of the Townshend Acts.
- Explain how the creation of the new nation influenced economic development.

12th Grade:
- Explain the mercantilist system of trade and how colonial laws such as the Sugar Act illustrate English mercantilism.
- Describe Alexander Hamilton's economic plan for the new nation.

Theme 4: The Changing Role of America in the World

Illustrative Examples

4th Grade:
- Not to be tested at this grade level.

8th Grade:
- Explain the immediate cause and significance of the Battles of Concord and Lexington.
- Examine why Native American groups such as the Cherokee and Creek allied with the British in the American Revolution and why others, such as the Iroquois, supported the Revolutionaries.

12th Grade:
- Discuss the impact of the French Revolution on American internal political alignments.
- Develop arguments to support a view about the success or failure of the War of 1812.

Period 4. Expansion and Reform (1801 to 1861)

Theme 1: Change and Continuity in American Democracy: Ideas, Institutions, Practices, and Controversies

Illustrative Examples

4th Grade:
- Identify Thomas Jefferson, Andrew Jackson, Elizabeth Cady Stanton, and Frederick Douglass.
- Using excerpts from journals, pictures, and stories, develop and defend generalizations about pioneer life on the frontier.

8th Grade:
- Relate Thomas Jefferson, Lewis and Clark, Sacajawea, Andrew Jackson, the Mexican War, the Gadsden Purchase, and the Annexation of Texas to westward expansion.
- Explain why this period is sometimes called the "age of reform" and identify leaders (e.g., Elizabeth Cady Stanton, Dorothea Dix, Frederick Douglass, and Sojourner Truth) who could be used to support or criticize this labelling.

12th Grade:
- Define "manifest destiny" and relate it to westward expansion.
- Support and criticize the generalization: "Andrew Jackson was the champion of the common man."

Theme 2: The Gathering and Interactions of Peoples, Cultures, and Ideas

Illustrative Examples

4th Grade:
- Recognize characters from tall tales (e.g., Paul Bunyon, Hiawatha, Pecos Bill) of the early years of the United States and explain ideas and values that are represented in these stories.
- Explain how [name students' state] became a state.

8th Grade:
- Categorize the similarities and differences in the motives of the Irish and German immigrants during this era and in their lifestyles once in America.
- Recognize selections from Longfellow's "Evangeline," "Hiawatha," and "The Courtship of Miles Standish."

12th Grade:
- Use these individuals or their works (e.g., Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, James Fenimore Cooper, Thomas Cole, and Asher Durand—artists from the Hudson River School, George Caleb Bingham, Edgar Allan Poe, Herman Melville, and George Bancroft) to support the generalization, "In the middle years of the 19th century there was a 'flowering of American culture.'"
- Explain some of the characteristics of the distinct African-American culture that developed.

Theme 3: Economic and Technological Changes and Their Relation to Society, Ideas, and the Environment

Illustrative Examples

4th Grade:
- Relate Eli Whitney, Robert Fulton, and Samuel Morse to the growth of the American economy.
- Describe working conditions in a factory.

8th Grade:
- Identify " King Cotton."
- Explain the effect of the discovery of gold in California on westward expansion.

12th Grade:
- Evaluate the impact of the cotton gin on the growth of slavery and on the American economy.
- Describe the factory system and how it changed the production of goods in America.

Theme 4: The Changing Role of America in the World

Illustrative Examples

4th Grade:
- Not to be tested at this grade level.

8th Grade:
- Identify the Monroe Doctrine.
- List the causes and results of the Texas Rebellion from Mexico.

12th Grade:
- Discuss the causes and results of the Mexican War.
- Identify Toussaint L'Ouverture and explain the influence of the Haitian Revolt on the United States.

Period 5. Crisis of the Union: Civil War and Reconstruction (1850 to 1877)

Theme 1: Change and Continuity in American Democracy: Ideas, Institutions, Practices, and Controversies

Illustrative Examples

4th Grade:
- Identify Union, Confederacy, and Reconstruction in relation to the Civil War.
- Evaluate the importance of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, and Clara Barton.

8th Grade:
- Use words from Lincoln's "Gettysburg Address" to illustrate his view of the Union.
- Develop generalizations about the successes and failures of Reconstruction.

12th Grade:
- Evaluate the significance of the Battle of Gettysburg on the outcome of the war.
- Describe the roles of African Americans in the Union army.

Theme 2: The Gathering and Interactions of Peoples, Cultures, and Ideas

Illustrative Examples

4th Grade:
- Identify the underground railroad, plantation, slavery, and "The Battle Hymn of the Republic."
- Explain the meaning of the slave spiritual "Follow the Drinking Gourd."

8th Grade:
- Compare the life of a Southern planter who owned many slaves, a Southern small farmer, a slave on a plantation, and a farmer in the North.
- Write a letter from an imaginary soldier at the Battle of First Manassas to his family at home.

12th Grade:
- Judge the significance of Harriet Beecher Stowe, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass in the anti-slavery cause.
- Compare slave communities and free black communities in the antebellum period with black communities in both the North and South in the postbellum period.

Theme 3: Economic and Technological Changes and Their Relation to Society, Ideas, and the Environment

Illustrative Examples

4th Grade:
- Write a story about the influence of the war on a family in the North or South.
- Use data about the economies of the North and South to prepare a chart illustrating the differences between the economies.

8th Grade:
- Define slavery as an economic institution and explain its importance to the Southern economy.
- Evaluate the impact of the development of ironclad ships on the war and on future military practices.

12th Grade:
- Explain why "King Cotton" was important to both Northern and Southern economies.
- Interpret a map of railroad networks in the United States to explain the advantages of the Union over the Confederacy.

Theme 4: The Changing Role of America in the World

Illustrative Examples

4th Grade:
- Not to be tested at this grade level.

8th Grade:
- Explain the diplomatic concerns that accompanied the signing of the Emancipation Proclamation.

12th Grade:
- Develop generalizations about the reasons England and France never aligned with either the North or South in the Civil War.
- Identify the Alabama.

Period 6. The Development of Modern America (1865 to 1920)

Theme 1: Change and Continuity in American Democracy: Ideas, Institutions, Practices, and Controversies

Illustrative Examples

4th Grade:
- Recognize a picture of the Capitol building in Washington, D.C.
- Relate Theodore Roosevelt to the development of national parks in America.

8th Grade:
- Explain the provisions of the Dawes Act of 1887.
- Relate the terms "Jim Crow laws" and "segregation" to the broad history of political rights of African Americans and to the civil rights movement in the 1950s and 1960s.

12th Grade:
- Know the provisions of the 14th, 15th, and 16th Amendments, and explain how these amendments altered definitions of citizenship.
- Evaluate the effectiveness of Theodore Roosevelt and Woodrow Wilson in achieving the reform agenda of the progressives.

Theme 2: The Gathering and Interactions of Peoples, Cultures, and Ideas

Illustrative Examples

4th Grade:
- Recognize the Statue of Liberty and explain its symbolism.
- Identify Indian heroes such as Sitting Bull.

8th Grade:
- Generalize about why the late 19th century is often called the Gilded Age.

- Identify the leaders of the women's suffrage movement and the arguments used to support their cause.

12th Grade:
- Discuss how the philosophies of Social Darwinism, pragmatism, and the late 19th century belief in progress are reflected in the political, economic, and artistic developments of the period.
- Compare the "new immigration" with that of earlier periods as to country of origin, motivation, and adaptation to American lifestyle, and describe the "nativist" reaction of some Americans to the newcomers.

Theme 3: Economic and Technological Changes and Their Relation to Society, Ideas, and the Environment

Illustrative Examples

4th Grade:
- Evaluate how inventions such as the electric light bulb, telephone, automobile, and elevator changed American life.
- Develop a list of the positive and negative results of industrialization.

8th Grade:
- Define laissez-faire capitalism and relate the term to the American economy.
- Relate such leaders as J.P. Morgan, Thomas Edison, Andrew Carnegie, John D. Rockefeller, and Samuel Gompers to the growth of big business and labor in America.

12th Grade:
- Define the free enterprise system and evaluate the influence of this economic concept on the development of the American economy.
- Discuss the rise of labor and explain the economic goals of the American Federation of Labor.

Theme 4: The Changing Role of America in the World

Illustrative Examples

4th Grade: Not to be tested at this grade level.

8th Grade:
- Explain the causes of the Spanish-American War and comment on how this war changed the role of America in world affairs.
- Explain the Open Door Policy and why it was significant.

12th Grade:
- Link America's colonial expansion to the colonial expansion of other countries, such as Great Britain and Japan.
- Debate Theodore Roosevelt's approach to foreign policy as embodied in the phrase, "Speak softly and carry a big stick."

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Period 7. Modern America and the World Wars (1914 to 1945)

Theme 1: Change and Continuity in American Democracy: Ideas, Institutions, Practices, and Controversies

Illustrative Examples

4th Grade:
- Identify Woodrow Wilson and relate his presidency to World War I.
- Identify the Depression.

8th Grade:
- Explain how the New Deal changed the role of the federal government in the economy.
- Arrange in chronological order Woodrow Wilson's presidency, Franklin Roosevelt's first election to the presidency, and the New Deal.

12th Grade:
- Explain how the New Deal altered the perception of the role of government in social welfare.
- Comment on how each of the following reflects on the advancement or retreat of democratic institutions: 19th Amendment, citizenship granted to Native Americans in 1924, Japanese internment during World War II, and Truman's first steps in the racial integration of the army in World War II.

Theme 2: The Gathering and Interactions of Peoples, Cultures, and Ideas

Illustrative Examples

4th Grade:
- Describe how inventions such as the radio, automobile, and movies changed family life.
- Describe how Eleanor Roosevelt and Mary McLeod Bethune advanced the rights of blacks and women.

8th Grade:
- Identify and explain the significance of the "Roaring Twenties," technology, mass consumption economy, prohibition, Scopes Trial, Harlem Renaissance, and the Great Depression.
- Recognize some of America's war songs: "Over There," "Praise the Lord, and Pass the Ammunition," and "God Bless America."

12th Grade:
- Explain the commonality of these terms: Red Scare, Sacco and Vanzetti, "One hundred percent American," immigration quotas, and the Ku Klux Klan.
- Establish the significance to American culture of these literary and artistic figures: F. Scott Fitzgerald, Ernest Hemingway, Sinclair Lewis, William Faulkner, Eugene O'Neill, John Steinbeck, Langston Hughes, Grant Wood, Zora Neal Hurston, and Mary Cassatt.

Theme 3: Economic and Technological Changes and Their Relation to Society, Ideas, and the Environment

Illustrative Examples

4th Grade:
- Explain how the Depression affected families in [name of students' state].
- Explain the importance of "Rosie the Riveter" to America.

8th Grade:
- Identify the "stock market" and its role in the American economy.
- Give examples of how aircraft technology altered modern warfare and economic development in general.

12th Grade:
- Justify the statement, "The Model T was significant to America's economic history."
- Support the statement, "The development of unions altered the workplace."

Theme 4: The Changing Role of America in the World

Illustrative Examples

4th Grade:
- Recognize the correct chronological order of: World War I, the beginning of World War II, and the dropping of the atomic bomb.
- Recognize which countries fought with and against the United States in World War I and World War II.

8th Grade:
- Explain the purpose of Wilson's Fourteen Points and relate them to the formation of the League of Nations.
- Explain Nazism and the role of Adolph Hitler in World War II.

12th Grade:
- Apply the historical concept of multiple causation to the outbreak of World War I.
- Compare and contrast America's response to world leadership after World War I and World War II.

Period 8. Contemporary America (1945 to Present)

Theme 1: Change and Continuity in American Democracy: Ideas, Institutions, Practices, and Controversies

Illustrative Examples

4th Grade:
- Paraphrase the meaning of the "Pledge of Allegiance," discuss the ways the ideals in the pledge have provided a common dream for the nation, and evaluate the realization of the pledge's ideals by all Americans.
- Relate historical developments to national holidays: for example, Martin Luther King, Jr., Day, Presidents' Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, and Thanksgiving Day.
- Identify other important days that Americans celebrate and explain why they are important.

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8th Grade:
- Explain the provisions of *Brown* v. *Board of Education*, using evidence to evaluate its effect on society and to show how the decision illustrates change and continuity in the practice of democracy.
- Develop generalizations supporting the conclusion that grass roots politics has influenced governmental decision making at the local, state, and national levels.

12th Grade:
- Trace the civil rights movement since 1950 (citing the work of such people as Thurgood Marshall and Martin Luther King, Jr.) and develop generalizations about how it changed assumptions about the rights of women and groups such as African Americans, Native Americans, and Hispanic Americans.
- Compare the political philosophies of Presidents Kennedy, Johnson, Nixon, Carter, Reagan, and Bush as they relate to the role of government in domestic affairs (e.g., Great Society, New Federalism, Reagan Revolution, environmental policies).

Theme 2: The Gathering and Interactions of Peoples, Cultures, and Ideas

Illustrative Examples

4th Grade:
- Identify and give examples of the civil rights movement, the women's movement, and multiculturalism.
- On a map of a community and surrounding area, identify the regions called urban, suburban, and rural and describe what you think would be the similarities and differences of life in each of these areas.

8th Grade:
- Use a population chart of the United States to compare and contrast shifts in population between 1950 and 1990.
- Give one example of how each of the following has been affected by the mass media: politics, religion, mass culture, mass consumption, and the women's movement.

12th Grade:
- Using at least one specific example from each cultural group (Native American, African American, Asian American, and Hispanic American), support the generalization that, "There is an increasing awareness of multi-cultural identities and of the multicultural nature of American society."
- Judge the usefulness of the generalizations "America, a land of immigrants" and "America, a land of opportunity" in describing the development of the nation.

Theme 3: Economic and Technological Changes and Their Relation to Society, Ideas, and the Environment

Illustrative Examples

4th Grade:
- Describe how the environment is affected by products used in everyday life.

- On a regional map of the United States identify such areas as the Great Plains, Southeast, Northeast, Southwest, Rocky Mountain region, and Northwest and explain how the land and natural resources lead to different ways of making a living in the various regions.
- Explain one way that technology has improved life in [name of students' state] and identify one problem caused by technology.

8th Grade:
- Give examples of the influence of the computer, transistor, and micro-chip on the workplace and everyday life in America.
- Compare the work of Ralph Nader and the Muckrakers.

12th Grade:
- Explain the significance of the military-industrial complex in the post-World War II economy.
- Develop generalizations about the influence of government regulation and organized labor on American business.

Theme 4: The Changing Role of America in the World

Illustrative Examples

4th Grade:
- Explain the terms "domestic" and "foreign" policy and recognize examples of each in the current administration.
- Suggest why Americans should be concerned about what happens in other countries.

8th Grade:
- Describe the purposes of the Marshall Plan and explain its historical context.
- Define the policy of containment and relate it to the Korean War and the Vietnam War.

12th Grade:
- Identify *Sputnik* I and develop generalizations about how it typified international tensions between the superpowers.
- Discuss the impact of weapons of mass destruction on American foreign relations.

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